

OMEP Children's Day

Activity
Packet

OMEP-USNC

CHILDREN'S DAY



November 20th

***A day to honor all children
and to promote a better understanding of
their needs and rights as human beings***



The United States Committee of OMEP
(the World Organization for the
Education of Young Children)
has chosen **November 20th** as

Children's Day

to coincide with the
November 20th, 1989,
signing of the United Nations Convention on
the Rights of the Child.

OMEP is the only international organization working for the education and welfare of all young children locally as well as internationally. Organized in 1948 in Prague, Czechoslovakia, OMEP is an international non-governmental (NGO) organization cooperating with UNESCO, UNICEF, the UN Commission for Economic and Social Change, and the Council of Europe.

In this activity packet, you will find a variety of ideas for reminding everyone of the importance of children:

- tools for informing adults and the community of their obligations to protect childhoods everywhere.
- activities to help children learn to value themselves as capable of making a difference in bettering the world we all live in.
- ideas for celebrating with play the spirit of hope and cooperation in all of us!

We invite you to share your activity ideas with OMEP-USNC so that new celebration can take place not just once a year on November 20th but on the 20th of every month!



Contact:

Dorothy Sailor, dsailor@fullcoll.edu

Lita Haddal, lita.haddal@dpi.state.wi.us

Edna Ranck, edna.ranck@verizon.net

Compiled and edited by Lita Haddal. 2003.

Promotional Materials

To find media outlets near you:
<http://congress.org/congressorg/dbq/media/>



OMEP-USNC

The United States Committee of OMEP
The World Organization for the Education of Young Children

RELEASE: Immediately



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“Children’s Day” Announced as a Day to Celebrate Children Nationwide

FULLERTON, CALIF—A new national holiday has been unofficially announced by the national board of the United States National Committee of OMEP. It will be a day to honor all children and to promote a better understanding of their needs and rights as human beings.

“One of the exciting things about this special day is that it will be celebrated, not once a year, but every month,” announced Dorothy Sailor, chair of the OMEP-USNC Committee for Resolutions and Advocacy and a faculty member at Fullerton College.

The kick-off events will be held on Thursday, November 20. After that, on the 20th of every month, children’s advocates will celebrate an aspect of children’s lives. Advocates around the nation will contact public officials, write letters to the editor and op-ed columns, and convene debates about children’s issues.

The first Children’s Day coincides with the 14th anniversary of the signing of the United Nations Convention on the Rights of the Child. An Activity Packet is available at OMEP-USNC’s Website – www.omep-usnc.org.

“We’re encouraging parents, teachers, caregivers and anyone who cares about children to take part on the first Children’s Day,” stated Lita Haddal, also an OMEP-USNC board member and child care specialist at the Wisconsin Child Care Information Center. “And we want to hear about activities that take place throughout the country.”

“OMEP is the only international organization working for the education of all young children at the local and global level,” stated Dr. Gwendolyn Coe, current president of OMEP-USNC and head of the Early Childhood Education Program at the University of Wisconsin-Platteville. “In 1948, following the devastation of a world war, children’s advocates in Prague created an organization to recall the needs that are unique to young children.”

Today, OMEP-USNC is a non-profit organization whose membership is open to all who care for and about children. Visit www.omep-usnc.org for more information.

And How Are The Children?



Among the most accomplished and fabled tribes of Africa,
no tribe was considered to have warriors more fearsome or more intelligent than
the mighty Masai.

It is perhaps surprising then to learn of the traditional greeting that
passed between Masai warriors.

"Kasserianingera," one would always say to another.

It means: *"And how are the children?"*

It is still the traditional greeting among the Masai,
acknowledging the high value that the Masai always place on their children's well-being.
Even warriors with no children of their own would always give the traditional answer:

"All the children are well,"

meaning, of course, that peace and safety prevail,
that the priorities of protecting the young, the powerless, are in place,
that the Masai society has not forgotten its reason for being, its proper functions and responsibilities.

"All the children are well"

means that life is good.

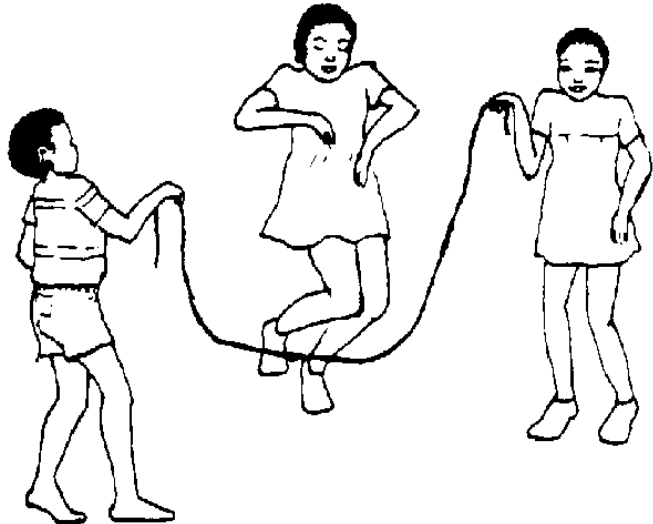
It means that the daily struggle of existence, even among a poor people,
does not preclude proper caring for its young.

This fable begs the question of the effect on our
consciousness of our own children's welfare if,
in our culture we took to greeting each other with
this same daily question:

"And how are the children?"

One wonders if we heard that question and passed
it along to each other a dozen times a day,
would it begin to make a difference in the reality
of how children are thought of or cared for
in this country?

What if every adult among us,
parent and non-parent alike,
felt an equal weight
for the daily care and protection of all the children
in our town, in our state, in our country?
Could we truly say without hesitation,



"The children are well, yes, the children are well."

What would it be like . . .

if the President began a conference, every public appearance, by answering the question,

"And how are the children, Mr. President?";

if every governor of every state had to answer the same question at every press conference,

"And how are the children, Governor, are they well?"

Wouldn't it be interesting to hear their answers?

- Excerpted from a speech by the Rev. Dr. Patrick T. O'Neill
First Parish Unitarian-Universalist Church, Farmingham, MA

Recommended Reading

A Life Like Mine

Author: Dorling Kindersley. 2002. 128 pages. Published in association with UNICEF. (ISBN: 0-7894-8859-0). Price: \$24.99

Available at retail booksellers, any on-line bookseller, or through United Nations Publications at <http://www.un.org/Publications>:

United Nations Publications
Room DC2-0853, Dept. 1004
New York, N.Y. 10017
Tel: (800) 253-9646, (212) 963-8302
Fax: (212) 963-3489

A Life Like Mine, for ages 9-12, is a sensitive and uplifting look at children's rights and how these rights are being met around the world. Through encounters with diverse children we learn not only about the efforts the world is making to look after every child, but also about the optimism and excitement with which children the world over pursue a good life for themselves. You will meet many children in this book, each with a unique story to tell. **A Life Like Mine** is the third book in the bestselling collaboration between Dorling Kindersley and UNICEF, which began with **Children Just Like Me** in 1995. Harry Belafonte, UNICEF Goodwill Ambassador, has written the foreword to all three books.

A Right World

Author: Tamara Awad Lobe. 1998. 26 pages. Washington, D.C.; National Youth Advocate Program and Youth Advocate Program, International. (ISBN: 0-9663709-3-7). Price: \$10.00.

Available at:

National Youth Advocate Program
4545 42nd St. NW, Suite 209
Washington, D.C. 20016
Email: nyap@msn.org
Internet: www.nyap.org

A Right World is a beautifully illustrated book with children's pictures and simple words about various rights from the Convention on the Rights of the Child.

The goal of The National Youth Advocate Program is to strengthen families by promoting family stability. NYAP advocates for children, youth and families by caring for them directly and individually through its youth services and programs and by advocating with public officials on behalf of children and youth who are at risk of being forgotten or abandoned by society.

Planning Curriculum in International Education

Price: \$10.00

Available at:

Wisconsin Department of Public Instruction
Publication Sales
Drawer 179
Milwaukee, WI 53293-0179
800/ 243-8782
Internet: www.dpi.state.wi.us/pubsales

Planning Curriculum in International Education, a guidebook and accompanying CD, offers teachers from K-12 assistance in "internationalizing" their schools and classrooms. Teacher-trying ideas for global studies, activities and resources have been compiled by the Wisconsin Department of Public Instruction. This guide suggests ways that teacher training institutions, parents, school boards, administrators, area businesses and community organizations can all contribute to internationalizing curriculum and bringing the world alive to every child's neighborhood whether it is rural, suburban or inner-city.

Links to Other Resources

After school program curricula

<http://www.hrw.org/children>

The High School Program is a division of the Human Rights Watch International Film Festival. The High School Program provides human rights-related videos and educational resources to supplement existing high school and after-school program curricula. The goal is to meet the needs of high school teachers and after-school educators experimenting with complex human rights issues and to support important and sometimes difficult conversations in ways that encourage young people to respond critically. For more information, please contact Jen Meagher at meaghej@hrw.org or visit the linked sections on the web site above.

Join a listserv

<http://www.friendsofinternationaleducation.org>

The Friends of International Education list serv passes on deadlines and discussion to the globally-enthusiastic educator, grades K-16. Check out the web page for many links to international education.

Advocacy opportunities

<http://www.hrw.org/campaigns/campaigns.html>

Find out how your congress members have voted on children's issues

<http://www.vote-smart.org/>

<http://thomas.loc.gov/>

View the international images of children

<http://www.hrw.org/campaigns/russia/chechnya/children/drawings.html>

(War as seen through children's drawings)

<http://www.hrw.org/campaigns/russia/chechnya/children/photos.html>

(War as seen through children's photos)

<http://www.hrw.org/campaigns/russia98/photo.htm>

(Dramatic photos of Russian orphanages, before and after aid)

<http://www.hrw.org/photos/2003/india/>

(Photos and drawings of child labor in India)

<http://hrw.org/photos/2003/colombia/>

(Photos of child soldiers in Columbia, *You'll Learn Not to Cry*)

<http://www.hrw.org/video/2003/iraq/>

(A video slideshow from Jordan and Iraq)



Celebrate In Your Classroom



Recommended Listening

These are a few musical favorites that ho children and the love they engender in us

In My Daughter's Eyes. Artist: Martina M Martina. RCA, 2003.

Blessed Be. Artist: Alison Krause. Coun Raffi. Rounder Records, 2001.

We're All Spinning on the Same Ball. Artist: Hap Palmer. *A Child's World of Lullabies: Multicultural Songs for Quiet Times.* Hap-Pal Music, Inc., 1993.

Getting to Know You. Artist: James Taylor. *For Our Children.* Walt Disney Company, 1991.

Free Screen Savers

UNICEF and Human Rights Watch are both offering free screen savers for your computer to remind us of the need every-day to remember children's rights. They can be accessed at:

<http://www.unicef.org/crc/screen.htm> and
<http://www.hrw.org/screensaver/>



Storyhour on the Internet

Read children's books from around the world at The International Children's Digital Library. It offers free online viewing of hundreds digitized books in 15 languages representing 27 cultures.

The library, at www.icdlbooks.org, hopes to expand to more than 10,000 titles. The goal of the project is to help kids understand the similarities and differences among people around the globe.

This site is designed so that children as young as 3 years of age may use it. Content should be of interest to children as old as 13 years. Created by the Internet Archive and the University of Maryland, it is even simple enough



Community Education On Children's Rights

Adapted from Human Rights Watch materials

Poster, Art, Video, and Writing Contests and Exhibitions

Encourage students and youth to explore children's human rights through poster, art, video, and writing contests.

You could have the CRC as your theme and ask young people to design a poster illustrating one of the CRC's articles; or arrange an exhibition of student and youth art at a gallery, library, or city hall.

"Best Interests of the Child" Mural

Create a mural in a public space. An ideal location for this display would be along the sides of a well-traveled hallway, the boards outside a construction site or a specially created "wall" in a popular market area. Use poetry, art, and other imagery to explore what "the best interest of the child" means in the Convention on the Rights of the Child. Invite child care centers, youth and local artists in the community to participate.

Organize a media event around a tour of the murals while they are being created or once they are completed by contacting local television stations and newspapers. Prepare a press release consisting of a few paragraphs regarding Children's Day and the UN Convention on Children's Rights.

This activity could also be run as part of an information fair or conference.

Declare Your School or Community "Children's Rights Conscious"

Invite a prominent person (school principal, dean of a local university, mayor of the town or city) to make the official declaration.

Leave a permanent record of the event by placing a plaque on the wall.

Encourage people attending the event to make public statements about what they pledge to do to protect the human rights of children in their community or around the world.

Invite the media to your event, and even have the CRC (full text or simplified language version) reprinted in the local newspaper.

Open House

Every month on the 20th day, serve refreshments while parents come in for a brief parenting and sharing class. Let children decorate placemats, banners, napkins, etc., for the occasion. Let children do the serving. Plan a group sing-along, skit, or art exhibit for the day.

Celebration Soup

Plan a field trip to a farmer's market or the produce section of the grocery store. Let the children help select vegetables that would be good in soup, such as carrots, rutabagas, potatoes, celery, and parsnips. When you come home, let them help with scrubbing the vegetables. Giving each child a cutting board and a table knife, have them scrape the vegetables clean. Then have them slice the vegetables into pieces. They may need help, but let them try themselves. There will be many uneven sizes. Put the vegetables into a pot of fresh cold water and bring to a boil. Turning it down, let it simmer for half an hour or until the vegetables are done. Some vegetables cook faster than others, so you may want to start with, for instance, celery and allow a few minutes before adding the rest. Potatoes cook quickly and can become mushy if cooked too long; add them last. While waiting for the soup to get done, have the children help set the table. Using scissors, have the cooks snip washed parsley into small bits and set aside. When the soup is done and an adult has ladled it into bowls, let the children sprinkle parsley over the top of their colorful meal.

Feather Boa

Here's a celebration prop that is easy to make. Cut four strips of taffeta or sheath lining material, one yard by 9 inches. Pinning them directly on top of each other, stitch two straight seams, approximately $\frac{1}{4}$ inch apart, lengthwise down the center of the strips. Cutting from the long outside edge toward the center seam, stopping $\frac{1}{8}$ inch from the stitching, make half-inch-wide strips by clipping through all the fabric layers along the entire length of the material on both sides of the seam. When done, shake the material to fluff it into a "boa". More layers of material will make the boa thicker. Narrower strips will make it smaller. Using uneven widths and different colored sheer fabrics in the layers will give the boa an interesting look while varying the width of the strips will give the boa a more frayed look. With use, the boa will get even more realistic!

Show Kit

First, find a suitcase. Old hard-sided suitcases are interesting, especially if they have travel stickers on them, and open completely for easy viewing of the contents. They also double as a table or seat when closed. However, beware of the danger of pinched fingers in shutting these oldtime containers. At a flea market or rummage sale, look for colorful, sparkly or adventurous accessories that will prompt a child's imagination. Examples might be an eye patch, diamond-studded belt, sunglasses, cowboy hat, name badges or a star pin. Imagine what added effects children might need and try to supply them, i.e., balloons, tablet and pencil, clipboard, whistle, egg timer, or even ketchup! Add some other items to enhance the show theme, such as movie tickets (sold at party stores), popcorn, taperecorded music, posters or banners, and a flashlight for ushering patrons to their seats. Change the contents of the show kit to surprise your children and to support their interests as reeled through their play.

Easy Sock Puppet

Turn a sock inside out. Sew a rubber band or piece of elastic to the toe. Slip the band over your wrist. Holding the toe of the sock in the same hand, turn the sock right side out again, covering your hand. The sock should now resemble a puppet with a mouth. With a felttip marker, mark appropriate spots for eyes and nose. With tacky glue, attach felt eyes, nose, eyelashes, or tongue for adding the necessary facial features that give the puppet a personality.



Group game

Goals: -to emphasize the importance of everyone
-to build global awareness

Materials: a parachute or large bedsheet

Draw an image of the world on the parachute/sheet. Have the group of children hold the edges when bouncing a ball or balloon on it. They must all grasp their portion of the sheet firmly. Raising their hands up and down will cause the ball to move. See where it lands. Try to name the continents and countries.

What happens if one child lets go of his/her edge? What can the children learn about working as a team in this activity?

The Medicine Wheel

by Christine Maestri, Pointers for Parents



The Medicine Wheel was a vision Black Elk, a Native American of the Oglala tribe of North Dakota, had over 100 years ago when he was nine years old. He dreamt of a large green circle intersected by a black and red line. The green circle represented all living things. The horizontal black line was the black road of difficulty. The vertical red line was the red road of peace. Where the two lines met in the center of the circle, the tree of kindness grew. The more kind deeds performed, the larger the tree grew; it blossomed and birds came to sing there. Black Elk did not reveal this to anyone until many years later.

Tell this story to your children and explain that it is our goal as people to stay on the red road of peace. Ask what would keep one on the red road of peace? ...being kind, helpful, gentle, etc. Explain that sometimes we find ourselves on the black road of difficulty. Then ask what would put one on the black road of difficulty? ...hitting the dog, pinching your sister, etc. Explain that it is our job as a family to help each other stay on the red road of peace.

To make a medicine wheel for your home, use a piece of heavy cloth, canvas or paper. Draw the green circle, intersecting red and black lines, and the tree of kindness at the center. The red road goes up and down the middle of the circle, the black road goes across the middle of the circle. Mark North at the top of the circle, South at the bottom, East at the right side and West at the left side of the circle. This is the medicine wheel. To hang, punch a hole at each corner at the top and slide a stick through the fabric. Each member of the family draws a symbol to represent themselves along the edge as a border. On our medicine wheel at school, we have 2 dogs, 3 cats, a buck, a pumpkin, a hand, a flower, and a strong cow. We know who is who. The children know the story well and we use it every day. One child may ask another if he/she is on the red road of peace or not. It's a neutral way to remind one another in terms of geography where one wants to be without fingerpointing and long discussions of good and bad. It is a simple and concrete way for children to evaluate their own behavior.

Universal Declaration of Human Rights

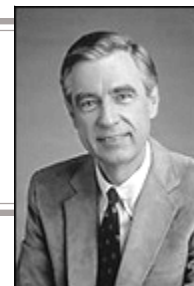
This is not the original language of the UN Convention on the Rights of the Child.

This version from Human Rights Watch is given as an easy-to-read guide to make the principles more understandable for young people.

1. When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2. Everyone can claim the following rights, despite- a different sex- a different skin colour- speaking a different language- thinking different things- believing in another religion- owning more or less- being born in another social group- coming from another country. It also makes no difference whether the country you live in is independent or not.
3. You have the right to live, and to live in freedom and safety.
4. Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
5. Nobody has the right to torture you.
6. You should be legally protected in the same way everywhere, and like everyone else.
7. The law is the same for everyone; it should be applied in the same way to all.
8. You should be able to ask for legal help when the rights your country grants you are not respected.
9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
10. If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11. You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12. You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
13. You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
16. As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.

17. You have the right to own things and nobody has the right to take these from you without a good reason.
18. You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.
19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
20. You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21. You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to you and to all the men and women in your country.
23. You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24. Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
25. You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.
26. You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
29. You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
30. In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

We all lost a good friend on February 27, 2003, when Fred Rogers died. As a tribute to Mister Rogers, we bring you these articles which share his consistent message that the most important ingredient we can bring to a successful adult-child relationship is unconditional love.



Each One of Us Is A Teacher

As part of President and Mrs. Bush's Early Childhood Initiative promoting literacy, Fred Rogers was invited to speak at the White House. In remarks before Mister Rogers' speech, the President said:

"Our goal as a nation must be to make sure that no child is denied the chance to grow in knowledge and character from their very first years. In Mister Rogers' Neighborhood, every child is welcome into the world of learning — not just a few, not just ones from certain neighborhoods, but every child."

Fred Rogers Remarks:

There was a day when early care was considered menial work. Not now. Thanks to sophisticated research, we know for sure that understanding and taking good care of infants and young children is one of the most important long-term goals of any modern society.

As important as all of our public television programs are, the most important time is when the program ends and the television set is turned off. That's when children can play about and talk about and learn more about what they've seen and heard. That's when their parents and their grandparents and their nursery school teachers and librarians and childcare providers take over and help them relate what they've seen to their everyday lives which, of course, helps the children realize how unique and connected their lives are and that they really matter. When human beings at any age sense that they can make a difference in the world, they are ready to learn.

When I was [at the White House] the last time, one of the guards said to me, "Thank you, Mister Rogers." I asked him why he was thanking me. And he said, "Well, during that silent time when you asked us to think of the people in our lives who had helped us become who we are today, I thought of my grandfather's brother, and I remembered just before he died (I was a little boy then) he took me

to his basement and gave me his fishing rod. I wonder if that's why I like fishing so much? I take the kids in my neighborhood fishing whenever I can."

See how each one of us is a teacher, how deep and personal the roots of true education really are.

Whatever gifts we give in love will always — eventually — make a profound difference in this life.

Together Times

A friend of ours recently had a "reading lesson" from his four-year-old nephew Philip. As a young man in his early twenties, our friend didn't have much experience with children, so he asked Philip if he had an idea of something they could do together.

"Sure," said Philip, "Would you read to me?"

So they gathered some books and sat on the couch with them. The uncle opened one of the books and began to read aloud.

"Not yet," interrupted Philip. He proceeded to snuggle in closer and draped his uncle's arm around him. "Now you can read!" he said.

He taught his uncle something important about reading that day. He seemed to be saying, "I'm not here just for the words and pictures in the book! I'm here for the whole warm experience of being read to by someone who cares about me!"

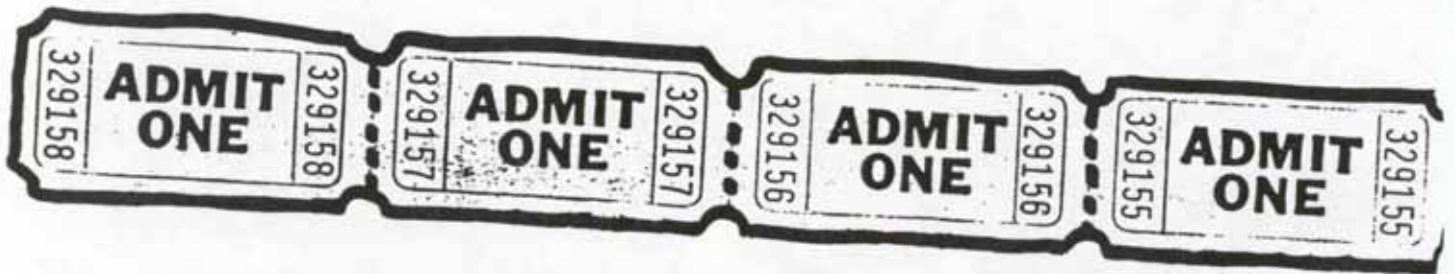
Think about the other times you've done something with your child — when you've made cookies together, cleaned up a room together, walked to the mailbox to mail a letter. You're saying, "I'm here not just for the baking or cleaning or walking, I'm here because I like being with you."

What a powerful way to say, "I care about you."

*(These articles and more are available at the Family Communications website at:
<http://www.familycommunications.org>)*

The Little Engine that Could

Talk to your child about the little engine who “thought it could.” Line chairs up in the house to make a train, and use the tickets for the passengers. A conductor’s hat can be made by putting a paper band with the conductor’s badge on it, to the crown of a hat. Playing train and remembering and retelling the story will help your child recall details and think about the meaning of the story.



Provide : The conductor’s badge, a strip of paper for making a head band and some tickets.

The Little Engine that Could : Piper, Watty, Platt and Munk 1990.

“Makers” family literacy activities based on children’s literature. Janis Berg & Judith Ecker.
Madison, WI: Cranesbill Publishing, 1996.

Celebration Bookmarks

On cardstock, photocopy these 2 pages, back-to-back (1- to 2-sided).
Cut between frames to make bookmarks to remind adults to honor children.

www.omep-usnc.org

*Many things we need can wait...
the child cannot.
To them we cannot say tomorrow,
their name is today.
-Gabriella Marella.*



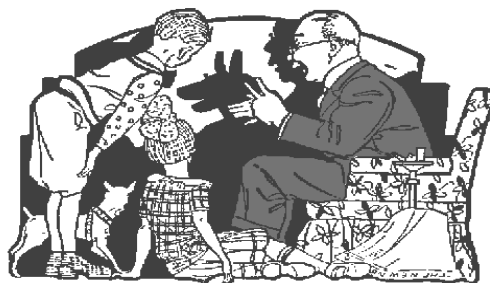
www.omep-usnc.org

*Take no thought of the harvest,
but only of proper sowing.
-T.S.Eliot.*



www.omep-usnc.org

*Every adult needs a child to teach.
It's the way adults learn.
-Anonymous.*



www.omep-usnc.org

*The universe is made of stories,
not of atoms.
-Muriel Rukeyser.*



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and rights as human beings*

November 20th



CHILDREN'S DAY

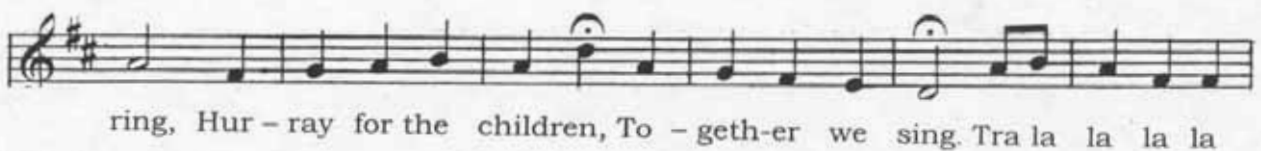
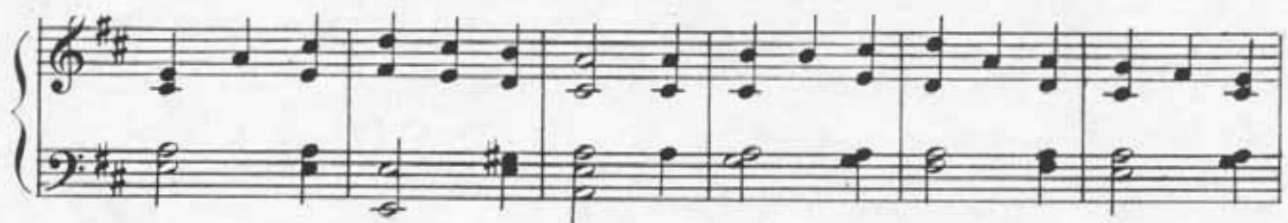
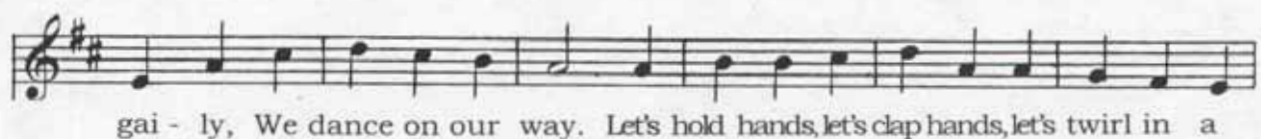
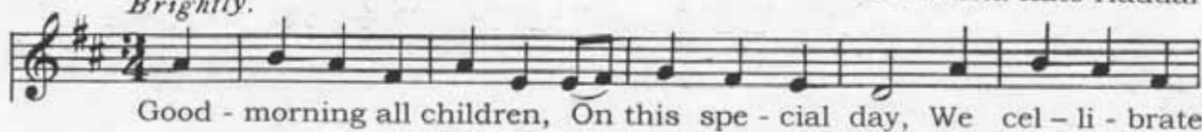


*A day to honor all children
and to promote a better
understanding of their needs
and rights as human beings*

Children's Day Song

Music: Mildred J. Hill
Words: Lita Kate Haddal

Brightly.



Children's Day Song

*Good morning all children,
On this special day,
We celebrate gaily,
We dance on our way,
Let's hold hands, let's clap hands,
Let's twirl in a ring,
Hurray for the children,
Together we sing.*

*Hurray for the children,
Please join in today,
Our hope and our spirit,
Chase trouble away.
Our work is important,
Our play helps us grow
Thro' storm or thro' sunshine,
Together we go.*

*Hurray for all children,
Let laughter be freed,
Our banner of friendship,
Is what the world needs.
So celebrate proudly,
With hearts brave and strong,
We make the world better,
When all sing along.*

Words by Lita Haddal, 2003.